

ROSEWOOD ELEMENTARY

3300 Rosewood Drive
Columbia, S. C. 29205

GRADES K-5 Elementary School

ENROLLMENT 365 Students

PRINCIPAL Dr. Ted Wachter 803-343-2930

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	25	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Unsatisfactory	Yes

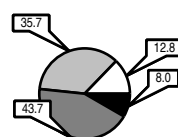
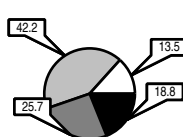
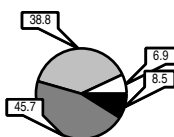
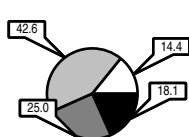
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	196	100.0	6.9	38.8	45.7	8.5	66.5	Yes	Yes
Gender									
Male	97	100.0	5.5	44.0	44.0	6.6	64.8		
Female	99	100.0	8.2	34.0	47.4	10.3	68.0		
Racial/Ethnic Group									
White	111	100.0	2.8	30.2	53.8	13.2	78.3	Yes	Yes
African-American	76	100.0	13.7	49.3	34.2	2.7	52.1	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	176	100.0	6.5	34.5	49.4	9.5	70.2		
Disabled	20	100.0	10.0	75.0	15.0	0.0	35.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	100.0	6.9	38.8	45.7	8.5	66.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	100.0	7.0	38.5	46.0	8.6	66.8		
Socio-Economic Status									
Subsidized meals	70	100.0	13.6	53.0	33.3	0.0	48.5	Yes	Yes
Full-pay meals	126	100.0	3.3	31.1	52.5	13.1	76.2		

Mathematics - State Performance Objective = 15.5%									
All Students	196	100.0	14.4	42.6	25.0	18.1	62.2	Yes	Yes
Gender									
Male	97	100.0	15.4	37.4	23.1	24.2	64.8		
Female	99	100.0	13.4	47.4	26.8	12.4	59.8		
Racial/Ethnic Group									
White	111	100.0	8.5	34.9	32.1	24.5	78.3	Yes	Yes
African-American	76	100.0	21.9	53.4	16.4	8.2	39.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	176	100.0	10.7	42.3	27.4	19.6	66.1		
Disabled	20	100.0	45.0	45.0	5.0	5.0	30.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	100.0	14.4	42.6	25.0	18.1	62.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	100.0	14.4	42.8	25.1	17.6	62.0		
Socio-Economic Status									
Subsidized meals	70	100.0	24.2	53.0	10.6	12.1	39.4	Yes	Yes
Full-pay meals	126	100.0	9.0	36.9	32.8	21.3	74.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	62	100.0	8.9	32.1	44.6	14.3	58.9
	Grade 4	66	100.0	12.5	34.4	46.9	6.3	53.1
	Grade 5	78	100.0	32.4	42.3	25.4	N/A	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	68	100.0	1.5	26.5	54.4	17.6	72.1
	Grade 4	62	100.0	6.5	37.1	51.6	4.8	56.5
	Grade 5	66	100.0	13.6	51.5	31.8	3.0	34.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	62	100.0	16.1	46.4	25.0	12.5	37.5
	Grade 4	66	100.0	18.8	45.3	20.3	15.6	35.9
	Grade 5	78	100.0	31.0	39.4	16.9	12.7	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	68	100.0	8.8	51.5	29.4	10.3	39.7
	Grade 4	62	100.0	12.9	37.1	32.3	17.7	50.0
	Grade 5	66	100.0	19.7	40.9	12.1	27.3	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 365)				
First graders who attended full-day kindergarten	91.8%	N/C	98.0%	100.0%
Retention rate	1.1%	Up from 1.0%	2.1%	2.7%
Attendance rate	96.4%	Up from 95.5%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.2%	3.5%
Eligible for gifted and talented	39.1%	Up from 34.3%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.0%	Up from 4.6%	7.5%	8.2%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	64.3%	Up from 58.6%	55.2%	51.4%
Continuing contract teachers	92.9%	Up from 82.8%	86.1%	87.5%
Highly qualified teachers**	95.7%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 78.8%	88.0%	86.7%
Teacher attendance rate	94.3%	Down from 95.1%	95.2%	94.9%
Average teacher salary	\$44,500	Up 2.0%	\$41,635	\$40,760
Prof. development days/teacher	7.3 days	N/R	10.8 days	12.4 days

School				
Principal's years at school	28.0	Up from 27.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.0 to 1	20.5 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 89.6%	90.9%	90.0%
Dollars spent per pupil*	\$5,831	Down 6.5%	\$5,560	\$6,044
Percent of expenditures for teacher salaries*	74.6%	No change	67.9%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rosewood Elementary School, in its seventy-ninth year, is one of Columbia's most diverse and high-achieving schools. While approximately forty percent of our students qualify for free and reduced-price lunch, our school has one of the largest percentages of Advanced Academic Placement (AAP) students in the district.

For the 2000-01 and 2001-02 school years our school was awarded the state's Palmetto Silver Award for students' improvement on PACT. For the 2002-2003 school year our school earned a "Good" achievement rating.

In kindergarten students learn how to read with the help of "Breakthrough to Literacy," a computerized and individualized program of reading instruction. Beginning in first grade, students needing extra help in reading and/or math are provided smaller classes in these subjects. Beginning in third grade, students are eligible for academically advanced classes in reading and math. Each grade level sponsors its own community service project. Our conservation and recycling efforts have led to recognition as an environmentally friendly Earth Flag school.

Test results indicate that approximately one-fifth of our students do not demonstrate basic competency in reading, and approximately one-fourth do not do so in mathematics. We have addressed this problem by significantly enlarging the scope of our "Accelerated Reader Program," thanks to a generous donation from our parent and teacher association. The program, through individualized goals and computerized assessment, encourages students to read books and rewards them for their efforts. Also, we have employed tutors who work with third-, fourth- and fifth-graders in reading and mathematics. During the past year we implemented an after-school remedial program for third, fourth and fifth grade students who scored "Below Basic" on PACT.

Our school is fortunate to have a strong group of parents who volunteer their time. Our local Bi-Lo grocery has donated generously to our school, and the Mayor's Office and the Five Points Optimist Club have provided Lunch Buddies for our students. The Optimists also sponsor a Junior Optimist Club for our students, which meets every other week after school.

Ted Wachter, Principal, Rosewood Elementary

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	62	50
Percent satisfied with learning environment	96.7%	80.6%	87.8%
Percent satisfied with social and physical environment	100.0%	85.5%	89.4%
Percent satisfied with home-school relations	96.7%	88.7%	78.3%

*Only students at the highest elementary school grade level at this school and their parents were included.